

Kathleen M. Stanton

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EDUCATION

Doctoral Student, Anticipated graduation Summer 2016

The University of Texas at Austin

Department of Educational Psychology, School Psychology Program, APA accredited
Child Clinical Specialty Emphasis

Master of Art, May 2015

The University of Texas at Austin

Department of Educational Psychology, School Psychology Program

Spanish Bilingual Multiple Subject Teaching Credential, 2009

Alliant International University

Bachelor of Arts, May 2008

Duke University

Major: International and Comparative Studies

Minor: Political Science, Documentary Studies

Study Abroad, Fall 2006

The School for International Training: Nicaragua: Revolution, Transformation, and
Civil Society Program

RESEARCH PUBLICATIONS

Stanton, K. M., Cawthon, S. W., & Dawson, K. (Submitted) *A Study of Self-Efficacy, Teacher Concerns, and Levels of Implementation among Teachers incorporating Drama-Based Instruction using the Concerns Based Adoption Model*. (Submitted to Journal of Teacher Education)

RESEARCH PRESENTATIONS

Stanton, K., Leija, A., Holleman, A., Pont, S., Gray, J. (2015) *Cultural and linguistic considerations for interdisciplinary family intervention for adolescent obesity: An evidence-based case study*. Poster accepted to the 2015 Society of Pediatric Psychology Annual Conference. San Diego, CA.

Holleman, A., **Stanton, K.**, Wendel, E. (2015). *Mindfulness-based therapies for victims of childhood sexual abuse with PTSD*. Poster accepted to the National Association of School Psychologists 2015 Convention, Orlando, FL.

Wendel, E., **Stanton, K.**, Holleman, A. (2015). *Mindfulness-based interventions for youth with treatment resistant anxiety*. Poster accepted to the National Association of School Psychologists 2015 Convention, Orlando, FL.

COMMUNITY/TRAINING PRESENTATIONS

Stanton, K., & Holleman, A. (2015). *Coping with Stress as a Family: Using Empathy*. Presented as part of Austin in Connection's Fall Family Matters Workshop Series.

Stanton, K. (2015). *Empathy and the Teenage Brain*: Trauma Sensitive Schools Initiative. Presented as a professional development to teachers at Crockett High School as part of a Hogg Trauma Sensitive Schools Grant.

Flores, V. & **Stanton, K.** (2015). *Empathy with Expectations: Understanding the Teenage Brain*. Presented as a professional development to teachers at KIPP Austin Collegiate High School.

Rodriguez, E., Smith, L., & **Stanton, K.** (2015). *Community-Based Participatory Research Feedback Meeting: Latino Youth Study*. Presented to research study co-collaborators in community meeting.

Stanton, K., (2015). *Improvisation to Build Community*. Presented to New Leadership Texas Women's Policy Leadership participants. University of Texas at Austin.

Stanton, K., (2015). *Managing Stress in the Family: A Presentation for Mothers on Mindfulness and Self-regulation for Parents and Teens*. Presented to women's group *Inspira Mujer Latina*.

RESEARCH EXPERIENCE

Pediatric Coping and Language Lab

Graduate Research Assistant (August 2014 – Present)

University of Texas at Austin

Principal Investigators: Erin Rodriguez, Ph.D.

Purpose: Conduct research to inform culturally competent family-based interventions for children and adolescents faced with medical illnesses and other chronic stressors.

Responsibilities: Assist in developing research questions and methods for recruitment and data collection. Lead the Community-based participatory research project focusing

on stressors and strengths of Latino teens. Help manage the work of other team members in the lab. Aid in creation and translation of measures and research materials in both English and Spanish, data collection, and data analysis.

TEEN (Teens Empowered for Exercise and Nutrition) Group

Graduate Research Assistant (July 2014-December 2014)

Texas Center for the Prevention and Treatment of Childhood Obesity/Texas Child Study Center

Principal Investigator: Jane Gray, Ph.D.

Purpose: To evaluate intervention projects for the treatment of adolescent obesity.

Responsibilities: Assisted in data collection, entry, and organization; assisted in recruitment and intake of program participants; assisted in data analysis.

Drama for Schools Project

Graduate Research Assistant (August 2012 – May 2013)

University of Texas at Austin

Principal Investigators: Stephanie Cawthon, Ph.D. and Katie Dawson, M.F.A.

Purpose: To research the impact of an embedded drama-based instruction professional development program on teacher practice, as well as on student engagement and motivation.

Responsibilities: Assist in developing research questions and methods, observe teacher trainings and classrooms where drama-based instruction is being implemented, and assist in collection and organization of data; Collected and analyzed data based on measures of teacher self-efficacy, teacher concerns, and comfort with the innovation. Currently writing an article based on research findings. Wrote first-author publication based on the findings.

CLINICAL EXPERIENCE

Crocket High School

Trauma Sensitive Schools Specialists (Fall 2015- Present)

Supervisor: Elizabeth Minnie, Ph.D.

Responsibilities: Provide therapeutic consulting services to the campus community with the goal of fostering staff wellness, with the expectation that staff well-being will promote more empathic classroom interventions in dealing with challenging students. Meet with core team of administrators and teacher leaders to identify campus needs (struggling teachers needing trauma-informed classroom management tools, stress management issues among staff), and to engage staff in solution-oriented discussion about how to compassionately meet those needs.

Dell Children's Medical Center

Advanced Practicum in Psychological and Consultation Liaison (Summer 2015 – Present)

Supervisor: Kevin Stark, Ph.D.

Responsibilities: Conduct individual and family therapy with children, adolescents, and parents in both English and Spanish; Consult with doctors, nurses, social workers and other medical staff on patient care.

Austin Child Guidance Center

Advanced Practicum in Psychological Services (Fall 2014 – Summer 2015)

Supervisors: Ricardo Ainslie, Ph.D. (Bilingual Supervisor), Roger Olivarri, Ph.D. (Bilingual Supervisor)

Responsibilities: Conducted individual therapy with children, adolescents, and parents in both English and Spanish (Cognitive Behavioral Therapy, Interpersonal Process Therapy, Family Systems Therapy and Parent- Training). Conducted psychoeducational and social-emotional assessments of clients; co-led Spanish-speaking group for parents of children with ADHD. Attended weekly seminar, group supervision and individual supervision

ACES (Activating Children, Empowering Success) Clinic

Texas Center for the Prevention and Treatment of Childhood Obesity, Dell Children's Medical Center of Central Texas (May 2013 – December 2014)

Supervisor: Jane Gray, Ph.D.

Responsibilities: Co-Led Spanish-speaking parent group. Conduct intakes of teens that are eligible for the group due to obesity-related health complications. Collaborated to design a group for siblings of obese teens that incorporates the mindfulness, emotion regulation, and relationship skills taught to the parents and teens. Attend weekly group supervision meetings and teen groups.

KIPP Austin Public Schools

Social Emotional Assessment Practicum, Psychological Assessment and Cognitive Behavioral Therapy Practicum, (August 2013 – May 2014)

Supervisors: Katie Hartmann, Ph.D. (Bilingual Supervisor) Jennifer Carter, Ph.D.

Responsibilities: Selected cases: Conducted conjoint behavioral consultation with a 6 year-old Hispanic male with Autism and a 16 year-old Hispanic male with a learning disability, anxiety, and depression. Deliver cognitive-behavioral therapy intervention to an 18-year old Hispanic female with anxiety, depression, and identity questions. Completed social-emotional assessment and psychoeducational assessment for a 7-year-old Hispanic male with posttraumatic stress disorder and a learning disability.

San Marcos Treatment Center

Contract Psychometrician (July 2013 – August 2014)

Supervisor: John Gould, Ph.D.

Conducted clinical interviews, psychoeducational and projective assessments with children and teens and complete psychological reports.

TEACHING EXPERIENCE

Strategic Learning for the 21st Century

Assistant Instructor (Undergraduate Class; January 2013 – May 2016)

University of Texas at Austin

Supervising Professors: Claire Ellen Weinstein, Ph.D., Stephanie Corliss, Ph.D. Josh Walker Ph.D.

Responsibilities: Taught course designed to aid college students (especially those on academic probation) to learn about motivation, time management, goal setting and

monitoring and other topics related to becoming a strategic learner. Served as sole instructor, graded student papers and exams, and provided individual assistance and guidance to students during regular office hours appointments.

Strategic Learning for the 21st Century

Teaching Assistant (Undergraduate Class; August 2011 – December 2012)

University of Texas at Austin

Supervising Professor: Claire Ellen Weinstein, Ph.D.

Responsibilities: Attended course, assisted in grading student papers and exams, and provided individual assistance to students.

Inspire, Department of Women's and Gender Studies

Improvitational Theater Instructor (August 2012 – Present)

University of Texas at Austin

Manager: Nancy Ewert

Responsibilities: Designed and implemented two six-session community building improvisational theater courses for undergraduate sophomores entering the INSPIRE women's leadership program. Incorporated conversations on how humor can be used to challenge or perpetuate social issues.

Kipp Austin College Prep, Austin, Tx

6th Grade Math Teacher (July 2011 – July 2012)

Manager: Freddy Gonzalez

Responsibilities: Researched best practices and conceptual theory in the teaching of mathematics to design and implement rigorous and engaging daily lessons. Closely advised 22 students, serving as a mentor and first contact with students' families.

Paul Revere Elementary School, San Francisco, CA

Fourth Grade Bilingual Teacher (August 2008 – June 2010)

Manager: Lance Tagomori

Responsibilities: Created and incorporated a language arts curriculum that links reading to writing and is founded in student interest and California Standards. Advocated social justice and improved practices through participation in a study group with the administration. Founded a boys' book club after school to promote reading growth and positive relationships among students.

OTHER RELEVANT PROFESSIONAL AND COMMUNITY EXPERIENCE

Explore Austin (March 2015 – Present)

Mentor and Guide

Manager: Michelle Chaiken

Responsibilities: Guide 15 teens on a summer wilderness trips and monthly weekend wilderness outings.. Mentor a smaller group of teens and reach out to them and their families based on needs.

Outback Therapeutic Expeditions

Wilderness Field Guide, Lehi, UT (May 2014 – July 2014)

Manager: Luke McLaughlin

Responsibilities: Guided teen boys and girls (ages 13 -17) in a wilderness therapy program. Guided youth to build self-esteem and self-determination through guiding them in learning primitive wilderness survival skills, lead group sessions that facilitated youths' therapy goals and lived with youth for week-long shifts during the summer.

Rocketship Education, San Jose, CA

Senior Curricular Planning Associate (September 2010 – July 2011)

Manager: Kate Coxon

Responsibilities: Collaborated with administrators, teachers, and students to research and produce Common Core standards-aligned, rigorous classroom and online curriculum and assessments for kindergarten through 5th grades.

Pacific Educational Group, San Francisco, CA

Diversity and Inclusiveness Facilitator (September 2010 – June 2011)

Responsibilities: Co-facilitated group conversations with Teach for America corps members about diversity in the classroom.

University of California Berkeley Lawrence Hall of Science, Oakland, CA

Teacher and Researcher (June – August 2009)

Responsibilities: Taught at summer academy at Lionel Wilson College Preparatory academy; formulated research questions based on how collaborative talk in sciences would improve literacy; explored these questions as an ocean science teacher at the summer academy.

Jesuit Refugee Service, Quito, Ecuador

Communications Intern. (August – December 2007)

Responsibilities: Researched current media's coverage of the internal conflict in Colombia as well as issues affecting refugees who have been forced to migrate.

Turkish Economic and Social Studies Foundation, Istanbul, Turkey

Documentarian and Intern (June 2007 – August 2007)

Responsibilities Researched policy surrounding the treatment of internally displaced people in Turkey. Interviewed internally displaced persons in Istanbul, Turkey and compiled a documentary thesis illuminating the human impact of Turkey's internal war. Edited the English translation of the book *Coming to Terms with Forced Migration: Post Displacement Restitution of Citizenship Rights in Turkey*.

Students of the World, Duke University, Nakuru, Kenya

Documentarian (May 2007 – June 2007)

Responsibilities: Co-produced documentary film entitled The Girl Child about women's education in Kenya in collaboration with six other Duke University students and Kenyan students from Edgerton University's Gender Institute

HONORS AND AWARDS

- Graduate School Recruitment Fellowship
- Undergraduate Thesis Selected for Honors; Award for best documentary thesis.
- Duke University Summer of Service Scholarship
- Undergraduate Research Support Grant
- Duke Center for International Studies Grant

ADDITIONAL TRAININGS AND CERTIFICATIONS

TEEN Training: *Culturally-Sensitive Family-Based Behavioral Health Obesity Intervention*. Conducted by Jane Gray, Ph.D. at Dell Children's Medical Center in Austin, TX, August, 2014.

Solution-Focused Counseling Bootcamp. Conducted by Jack Nowicki, LCSW at the University of Texas at Austin, April, 2014.

Trauma-Focused Cognitive Behavioral Therapy Training. Completed online through the Medical University of South Carolina, September 2014.

Trauma Sensitive Schools Public Policy Institute. Presented by National Association of School Psychologists. Washington D.C., 2015.

Selected seminar topics: Treating self-harm, Introduction to DBT, Working with Teens with eating disorders, Introduction to Art therapy, Play therapy, Parent-Child Interaction therapy.

LANGUAGE SKILLS

- Proficient in written and spoken Spanish.

PROFESSIONAL AFFILIATIONS

- American Psychological Association, Student Affiliate
- American Psychological Association of Graduate Students, Student Member
- National Association of School Psychologists, Student Affiliate
- Teach For America Alumni Association, Board Member